

# Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Northwest Missouri State University**

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Northwest Missouri State University						
<b>Institution Code</b>	6488						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	244						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	230						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							

Principles Learning & Teaching 5-9	523	17	16	94%	135	133	99%
<b>Academic Content Areas</b>							
Elem Ed Curr Instruc Assessment	011	100	95	95%	1614	1547	96%
Eng Lang Lit Comp Content Knowledge	041	13	13	100%	172	168	98%
Mathematics: Content Knowledge	061	4			126	123	98%
Social Studies: Content Knowledge	081	8			276	269	97%
Physical Education	090	4			13	13	100%
Physical Ed: Content Knowledge	091	27	22	81%	166	144	87%
Business Education	100	10	10	100%	77	77	100%
Music Content Knowledge	113	12	12	100%	129	122	95%
Art Content Knowledge	133	4			75	75	100%
French	170	2			10	10	100%
Spanish Content Knowledge	191	2			52	45	87%
Biology Content Knowledge Part 1	231	8			92	90	98%
<b>Other Content Areas</b>							
Home Economics Education	120	2			18	18	100%
Speech Communication	220	1			35	35	100%
Agriculture	700	13	13	100%	34	34	100%
<b>Teaching Special Populations</b>							
Special Education	350	2			207	207	100%

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Northwest Missouri State University					
<b>Institution Code</b>	6488					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	244					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	230					
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	18	17	94%	144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	194	182	94%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	16	16	100%	101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	2			319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	230	217	94%	3678	3553	97%

<sup>1</sup>The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup>Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup>Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup>Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup>Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

### A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **466**

### B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **255**

3. Please provide the numbers of supervising faculty who were:

**37** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**39** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**11** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **34**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **7.5**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **30** hours. The total number of weeks of supervised student teaching required is **11** **(Secondary and Elementary/Secondary) and 16 (Elementary/Middle School/Special Education)**. The total number of hours required is **330 (Secondary and Elementary/Secondary) and 480 (Elementary/Middle School/Special Education)** hours.

### C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes        No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?        Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### **Section III. Contextual information (optional).**

#### **A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

The number of supervising faculty given in B3 represents education supervisors and content area supervisors. Both supervise secondary and elementary/secondary student teachers.

Northwest Missouri State University was founded in 1905 and is a state-assisted, four-year, regional university. Located in Maryville, the university is a master's level institution, serving northwest Missouri through an extended electronic campus. A networked computer terminal is provided in every residence hall dormitory room. Northwest operates within a student-centered, "culture of quality" framework, which has evolved from a set of activities into a shared set of university community values—namely, exceeding student and stakeholder expectations and striving for continuous learning and improvement at all institutional levels.

The College of Education and Human Services contains the departments of Curriculum and Instruction; Educational leadership; Health, Physical Education, Recreation, and Dance; Family and Consumer Sciences; Psychology, Sociology, and Counseling; and the Horace Mann School. The disciplines of counseling, educational administration, elementary and secondary education, family and consumer sciences, physical education, recreation, psychology, and sociology are included in the College of Education and Human Services.

The Horace Mann School is a PK-6 laboratory school where students majoring in Elementary Education and related fields of preparation are offered unique hands-on teaching experience with school-age children on a daily basis. In addition, the Teacher Education Unit has formed professional development school partnerships with eleven schools across both rural and urban settings and has entered into a new partnership with the Kansas City (Missouri) School District. These PDS relationships afford our students access to clinical settings designed collaboratively to provide experiences based upon the Unit's Conceptual Framework and vision.

The admission standards for teacher education were increased in 1999 in keeping with the desire to exemplify high expectations for teaching candidates. Students represented in the 1999-2000 cohort were admitted under the earlier standards.

Secondary and elementary/secondary majors are required to successfully complete a core of professional education courses during their professional semester in order to maintain eligibility to student teach. Elementary, middle school, and special education majors student teach an entire semester; secondary and elementary/secondary majors student teach for ten weeks during the latter segment of the professional semester. Practical experiences are included in numerous observation, practica, and methods courses throughout the teacher preparation program prior to the student teaching experience.

Seventy percent of the Unit's 1999-2000 graduates were from Missouri, with 18% from Iowa, 7% from Nebraska, and others from across the nation. Eighty-five percent of these graduates were employed in the field of education and almost 10% have continued their education. Major employers for these students included Park Hill School District (Kansas City), the St. Joseph Public Schools, the Braymer School District, the North Kansas City Schools, and the Grain Valley School District. Fifty-seven percent of the graduates were employed in Missouri, 16% in Iowa, and 6% in Nebraska.

A building principals' perception survey was conducted to gather employer perceptions of these beginning teachers. The study found 100% of graduates meeting or exceeding employer expectations. Fifty percent were found to exceed expectations in overall teaching skills, 60% to exceed expectations in content knowledge and 65.4% to exceed expectations in school relationships. One-hundred percent of these graduates were viewed as equal to or superior to graduates from other programs while 32% were seen as superior to those of other suppliers.

Northwest's mission directs the institution to serve the faculty development and continuing education needs of the region. In 1999, the University opened the McKemy Center for Lifelong Learning to assist school districts and other institutions with these development needs. The Center provides the Regional Professional Development Center, the Missouri Assessment Program, the Regional Technology Capacity Building Consortium (funded by a federal PT3 grant), and the Northwest Consortium providing an interactive video network. Also located in the Center are the Missouri Department of Elementary and Secondary Education

STARR Teachers Program, an Education Outreach program offering faculty development and a Healthy Communities Program. The University also provides the Center for Information Technology in Education (CITE) which supports faculty as they provide on-line courses and programs.

**B. Missouri has asked each institution to include at least the following information.**

**1. Institution Mission**

Northwest Missouri State University is a moderately selective, learner-centered regional university offering a focused range of undergraduate and graduate programs. Historically, the University serves 19 northwest Missouri counties, emphasizing programs relating to agriculture, business and education.

In its undergraduate programs, Northwest is committed to providing students with a strong general education core preparing them for a world of constant change. The University is a national leader in applying information technology to improve learning processes and in promoting continuous quality improvement to enhance performance in all of its activities. As a leader and initiator of cooperative efforts within its region, Northwest seeks to expand and improve access to learning and to promote applied research designed to address regional and state issues.

**2. Educational Philosophy**

The mission of the Teacher Education Unit is to prepare individuals to be lifelong learners in a world of diversity and change by establishing a strong knowledge base, developing teaching methodologies and implementing technologies based upon best practice. The Unit will establish a vital intellectual learning community through quality instruction and reflective practice. Systematic assessment and data-based decision making will provide continuously improving programs for education candidates.

**3. Conceptual Frameworks**

The Teacher Education Unit's theme is: "The teacher as facilitator of life-long learning in a world of diversity and change." The three teaching roles envisioned by the conceptual framework are: Mediator of Knowledge, Coordinator of Learning, and Promoter of Dignity, Responsibility, and Self-Worth.

**Mediator of Knowledge**

Knowledge is of great importance. Our students must have strong subject matter expertise. Design of programs is vitally important in this dimension as best practice and the latest thinking in the specific content are continuously considered. Students must also demonstrate that knowledge by performance so it is important that teacher education faculty model authentic teaching practices. Early work with the Conceptual Framework recognized that students must be able to utilize assessment methods that clearly demonstrate what Myron Tribus has called "know-how," rather than simply knowledge. The Mediator of Knowledge uses authentic assessment practices to ascertain if students have gained the expected knowledge and can apply that knowledge demonstrating increased performance. This role requires the student to develop a strong grounding in Missouri's Assessment Program (MAP) and to use it in accomplishing authentic teaching and assessment. This type of instruction is inherently more motivational to students. The Mediator of Knowledge must be able to communicate effectively with students and all stakeholders in the teaching/learning process. He/she must also provide students and parents with specific evaluative feedback as they labor together day by day. It is of great importance that the pre-service teacher demonstrate a sense of professional responsibility and a desire for personal growth and continuous personal improvement through professional development activities. The Mediator of Knowledge observes all policies and procedures of the school district and building and assumes responsibility outside of the classroom as they relate to the welfare of the children and the school.

**Coordinator of Learning**

The concept of Coordinator of Learning, underpinning our programs, argues that our students must be able to put into place best pedagogical practices. It recognizes the important and changed role of successful teachers today; that of the facilitator, who guides students to locations, processes, and experiences that result in learning and to insure that students confirm the learning by performance. It emphasizes a constructivist viewpoint and highlights the importance of being prepared and using a variety of effective

teaching strategies to be successful. It incorporates the applications of technology to the teaching act and its appropriate inclusion in lesson plans. Further, the coordinator uses time appropriately and effectively and incorporates reflective practice as a consistent method of improving performance of students and their own performance, the very essence of the professional educator. The Coordinator of Learning uses varied practices appropriate to diverse populations and cultures and can clearly differentiate and articulate such practices.

**Promoter of Dignity, Responsibility, and Self-Worth**

Tribus argues not only for the importance of knowledge and know-how, but also of wisdom and character. In this dimension, we seek to shape educators who respect the basic human dignity and self-worth of all students and all people. This includes respect for and, indeed, appreciation of diversity. They are individuals who develop/possess a strong character and see their role in the community as that of creating positive change. They work with students in developing a recognition of what they have been given and an appreciation for the institutions that contribute to our democratic ideals. Paralleling this is a desire to give back to their community, state, and nation. This dimension recognizes the importance of the development of professionals of character and conviction and of individuals understanding the value of honest labor. This dimension requires that the pre-service teacher organize the classroom environment to promote learning and utilize effective classroom management skills. In short, this teacher demonstrates positive interpersonal relationships with students, colleagues, parents, and school patrons. The Teacher Education Unit at Northwest has dedicated itself to this ideal through the students who experience our programs.

**4. Program completers who teach in the private schools and out of state**

**Private Schools: 0**

**Out-of-State Schools: 19**